

NH's K-12 English Language Arts Curriculum Frameworks

Reading Indicators for ELA Correlations (R)

Early Reading Strategies (ERS)

Phonemic Awareness and Phonological Knowledge (ERS:1)

- 1 – Blending and segmenting syllables and onset-rimes
NONE
- 2 – Blending and segmenting phonemes
NONE
- 3 – Isolating phonemes
NONE
- 4 – Deleting phonemes
NONE
- 5 – Pairs of rhyming words
NONE
- 6 – Counting syllables
NONE

Concepts of Print (ERS:2)

- 1 – Distinguish between letters and words
NONE
- 2 – Finger-pointing
NONE
- 3 – Beginning/end of word
NONE
- 4 – Identifying parts of book
NONE
- 5 – Identifying punctuation marks
NONE
- 6 – Matching of spoken to print word
NONE

Reading Fluency and Accuracy (R&F)

- 1 – Accurate reading at grade level
NONE
- 2 – Fluent reading at grade level (words per minute)
NONE
- 3 – Fluent reading at grade level (meaning, phrasing, expression)
NONE

Word Identification Skills and Strategies (WID)

- 1 – Identifying words using sounds, syllable types and word patterns
NONE
- 2 – Reading words using sounds, syllable types, and word patterns
NONE

Word Identification Skills and Strategies (WID) (cont.)

- 3 – Reading grade-level appropriate words

NONE

- 4 – Reading high-frequency words

NONE

- 5 – Upper/lower case letters

NONE

- 6 – Primary sounds of letters

NONE

Vocabulary (V)

Vocabulary Strategies (V:1)

- 1 – Using strategies to unlock meaning of unfamiliar vocabulary

Water Crossings

Breadth of Vocabulary (V:2)

- 1 – Synonyms and antonyms

NONE

- 2 – Appropriate word choice

NONE

- 3 – Organizing words by category

NONE

Literary Texts (LT)

Initial Understanding of Literary Texts (LT:1)

- 1 – Identify/describe characters, setting, plot

Dust Bowls and Failed Levees

Let's Even Things Out

Water Concentration

What's the Solution

- 2 – Summarize key ideas/plot

Dust Bowls and Failed Levees

Easy Street

Let's Even Things Out

Piece It Together

Poetic Precipitation

Water Crossings

What's the Solution

- 3 – Generating questions before, during, and after reading

Water Crossings

- 4 – Distinguishing type of text

NONE

Literary Texts (LT) (cont)

Initial Understanding of Literary Texts (LT:1)

- 5 – Identifying literary devices as appropriate to genre
NONE

Analysis and Interpretation of Literary Text/Citing Evidence (LT:2)

- 1 – Making predictions about what will happen next
NONE
- 2 – Characteristics of characters
Water Concentration
Water Crossings
- 3 – Making inferences
NONE
- 4 – Identifying narrator
NONE
- 5 – Identifying message/theme
Dust Bowls and Failed Levees
Easy Street
- 6. Identifying cause/effect, motive (possible, inferred)
Easy Street
What's the Solution?
- 7. Identifying cause/effect, motive (explicitly stated)
NONE

Analysis and Interpretation of Author's Craft (LT:3)

- 1 – Use of literary elements and devices to extend meaning
NONE

Generates a Personal Response (LT:4)

- 1 – Relating text to personal experiences
Adventures in Density
Easy Street
Imagine!
Piece It Together
- 2 – Provide details to support conclusion
Piece It Together
What's the Solution?

Informational Texts (IT)

Initial Understanding of Informational Texts (IT:1)

- 1 – Obtaining information from text features

Water: Read All About It!

Water Crossings

What's Happening?

Wish Book

Where Are the Frogs?

- 2 – Answer questions with explicitly stated information from text

Wet Vacation

Wish Book

- 3 – Organizing information to show understanding

Wet Vacation

What's Happening?

- 4 – Generating questions before, during, and after reading

Nature Rules!

- 5 – Distinguishing type of text

NONE

Analysis and Interpretation of Informational Texts/Citing Evidence (IT:2)

- 1 – Connecting information in texts

Wet-Work Shuffle

What's Happening?

- 2 – Synthesizing information in texts

NONE

- 3 – Drawing inferences or conclusions

Poison Pump

Super Sleuths

What's Happening?

- 4 – Distinguishing facts in texts

Nature Rules!

- 5 – Making inferences about causes or effects

NONE

Reading Strategies (RS)

Strategies for Monitoring and Adjusting Reading (RS:1)

- 1 – Using a range of self-monitoring and self-correcting strategies

NONE

Reading Strategies (RS) (cont.)

Strategies for Monitoring and Adjusting Reading (RS:1)

- 2 – Pictures, syntax, repetitive language to predict upcoming words
NONE

Reading Comprehension Strategies (RS:2)

- 1 – Using comprehension strategies
Great Water Journeys
Water: Read All About It!
Water Concentration
Water Crossings
Wet Vacation

Breadth of Reading (B)

Reading Widely and Extensively (B:1)

- 1 – Reading with frequency on their own
NONE
- 2 – Reading from a wide range of genres
NONE
- 3 – Reading multiple texts for depth of understanding
NONE

Participating in Literate Community (B:2)

- 1 – Self-selecting reading materials
NONE
- 2 – Participating in discussions about text, ideas, and student writings

Adventures in Density	Raining Cats and Dogs
Dilemma Derby	Super Bowl Surge
Dust Bowls and Failed Levees	Super Sleuths
Easy Street	Water Address
Great Water Journeys	Water Crossings
Hot Water	Wet-Work Shuffle
Imagine!	What's Happening?
Piece It Together	What's the Solution?
Poison Pump	Wish Book

Reading for Research Across Content Areas (B:3)

- 1 – Identifying sources of information

Aftermath	Sum of the Parts
CEO (The)	Super Bowl Surge
Dust Bowls and Failed	Super Sleuths
Levees	Water: Read All About It
Every Drop Counts	Water Address
Hot Water	Water Celebration
Nature Rules!	Water Concentration
Poison Pump	Water Court

Breadth of Reading (B) (cont.)

Reading for Research Across Content Areas (B:3)

1 – Identifying sources of information

Water Models

Wet Vacation

2 – Evaluating information/sources

Aftermath

CEO (The)

3 – Gathering information

Aftermath

CEO (The)

Dust Bowls and Failed

Levees

Every Drop Counts

Great Water Journey

Hot Water

Nature Rules!

Poison Pump

Sum of the Parts

Super Bowl Surge

Super Sleuths

Water: Read All About It

Water Address

Water Celebration

Water Concentration

Water Court

Water Models

Wet Vacation

Wet-Work Shuffle

4 – Using evidence to support conclusions

Aftermath

CEO (The)

Great Water Journey

Hot Water

Nature Rules!

Super Bowl Surge

Super Sleuths

Written and Oral Communication Indicators for ELA Correlations

Structures of Language (SL)

Applying Understanding of Sentences, Paragraphs, Text Structures (SL:1)

- 1 – Students demonstrate command of the structures of sentences, paragraphs, and text by expressing ideas through pictures and writing sentences towards enhance meaning and varied length.

NONE

- 2 – Recognizing and using paragraph form, including indent, main idea, and supporting details

NONE

- 3 – Recognizing paragraph structure including description, sequential, compare/contrast

NONE

- 4 – Applying a format and text structure appropriate for the purpose of writing (given a paragraph, student write next paragraph using appropriate and consistent structure

Water: Read All About It!

- 5 – Distinguishing between letters, words, sentences, and paragraphs

NONE

- 6 – Applying directionality to text (left to right, top to bottom)

NONE

Habits of Writing (HW)

Writing Process: Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products. (HW:1)

No specific Indicators

Nature Rules!

Water: Read All About It

Water Write

Wet Vacation

Writing Extensively (HW:2)

- 1 – Writing with frequency, (in and out of school and during summer)

NONE

- 2 – Sharing thoughts, observations and impressions

Aqua Notes

CEO (The)

Dust Bowls and Failed

Levees

Every Drop Counts

Imagine!

Incredible Journey (The)

Nature Rules!

Poetic Precipitation

Stream Sense

Sum of the Parts

Thunderstorm (The)

Water Address

Water Bill of Rights

Water Write

Habits of Writing (HW) (cont.)

Writing Extensively (HW:2)

- 3 – Generating topics for writing (journaling, free writes, poetry, scientific observations, personal notes, reading response journals)

Incredible Journey (The)
Water: Read All About It

- 4 – Writing in a variety of genres
NONE

Reading Connection (RC)

Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text (RC:1)

- 1 – Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to Set context/background

Aftermath
CEO (The)
Great Water Journeys
Imagine!
Salt Marsh Players
Water Address

Water Celebration
Water Concentration
Water Crossings
Wet-Work Shuffle
What's Happening?
What's the Solution?

- 2 – Summarizing ideas

Aftermath
Imagine!
Water Address
Water Concentration

- 3 – Connecting what has been read to prior knowledge or other texts\

Adventures in Density
Aftermath
Great Water Journeys
Imagine!
Water Address
Wet-Work Shuffle
What's the Solution?

Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (RC:2)

- 1 – Stating and maintaining a focus when responding to a question

Water Concentration

- 2 – Making inferences about content, events, characters, setting or common themes

Aftermath

- 3 – Using specific details and references to text to support focus or judgment

Aftermath

Reading Connection (RC) (cont.)

Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (RC:2)

- 4 – Organizing ideas, using transitional words/phrases and developing and writing a conclusion

NONE

Expressive Writing (EW)

Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:1)

- 1 – Creating a clear and understandable story line (beginning, middle, end)

Water Concentration

Water Crossings

Water Write

- 2 – Establishing context, problem/conflict/challenge and resolution

Dust Bowls and Failed Levees

Water Crossings

- 3 – Using transition words/phrases to establish chronology to enhance meaning

NONE

- 4 – Using a variety of literary devices to enhance meaning (flashback, foreshadowing)

NONE

- 5 – Establishing and maintaining a theme

Dust Bowls and Failed Levees

Water Concentration

- 6 – Providing a sense of closure

NONE

Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:2)

- 1– Using relevant and descriptive detail to advance plot/story line

Water Write

- 2 – Using dialogue to advance plot/story line

NONE

- 3 – Developing characters through description, dialogue and actions

Dust Bowls and Failed Levees

Water Crossings

- 4 – Using voice appropriate to purpose

Water Concentration

Expressive Writing (EW) (cont.)

Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:2)

5 – Maintaining a focus

Dust Bowls and Faild Levees

Water Concentration

6 – Selecting and elaborating important ideas and excluding extraneous details

Dust Bowls and Failed Levees

7 – Controlling the pace of a story through sentence length and punctuation

NONE

Poetry (EW:3) In writing poetry, students demonstrate awareness of purpose by...

1 – Writing poems in a variety of voices for a variety of audiences

NONE

2 – Writing poems that express speaker's moods, thoughts or feelings

Poetic Precipitation

Water Crossings

3 – Choosing additional text to achieve impact (poem types)

NONE

Poetry (EW:4) In writing poetry, use language effectively by...

1 – Selecting vocab according to purpose and for effect

NONE

2 – Using rhyme, rhythm, meter literary elements

NONE

3 – Selecting and manipulating words/phrases for meaning and impact

NONE

Reflective Essay - Students explore and share thoughts, observations, and impressions...(EW:5)

1 – Engaging the reader by establishing context

NONE

2 – Analyzing a condition or situation of significance (reflection)

NONE

3 – Using and organizational structure that allows progression of ideas to develop

NONE

4 – Using a range of elaboration techniques (questioning, comparing, connecting, interpreting, describing and analyzing)

NONE

5 – Providing closure by leaving the reader with something to think about

NONE

6 – Making connections between personal idea and experiences and more abstract things leading to new perspective

NONE

Informational Writing (IW)

Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:1)

- 1 – Organizing ideas and concepts (sorting, procedures, discussion)

Aftermath

CEO (The)

Every Drop Counts

Great Water Journeys

Incredible Journey (The)

Nature Rules!

Poison Pump

Salt Marsh Players

Sum of the Parts

Super Bowl Surge

Water: Read All About It

Water Address

Water Bill of Rights

Wet Vacation

What's Happening?

- 2 – Writing an introduction and selecting appropriate information to set context

NONE

- 3 – Using transition words appropriate to organization of text

NONE

- 4 – Writing a conclusion

NONE

- 5 – Providing references

NONE

Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:2)

- 1 – Establishing a topic

Nature Rules!

Water: Read All About It

Water Bill of Rights

What's Happening?

- 2 – Stating and maintaining a focus

NONE

- 3 – Writing with a sense of audience when appropriate

NONE

- 4 – Establishing an authoritative voice

NONE

- 5 – Using precise and descriptive language that clarifies and supports intent

NONE

Informational Writing (IW) (cont.)

Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies (IW:3)

- 1 – Including facts and details relevant to focused idea

Aftermath

CEO (The)

Every Drop Counts

Great Water Journeys

Incredible Journey (The)

Nature Rules!

Poison Pump

Salt Marsh Players

Sum of the Parts

Super Bowl Surge

Water: Read All About It

Water Address

Water Bill of Rights

Wet Vacation

What's Happening?

Where Are the Frogs?

- 2 – Including sufficient details or facts for appropriate depth of information (naming, describing, explaining, comparing/contrasting)

Where Are the Frogs?

- 3 – Addressing readers' concerns (counterarguments, persuasive writing, within procedures and reports)

NONE

- 4 – Commenting on the significance of information

NONE

Writing Conventions

Applying Rules of Grammar, Usage, and Mechanics (C:1)

- 1 – Identifying or correcting grammatical errors

NONE

- 2 – Capitalizing

NONE

- 3 – Using commas correctly

NONE

- 4 – Using punctuation to enhance meaning

NONE

- 5 – Correctly spelling grade-appropriate words

NONE

Oral Communications

Interactive Listening (OC:1)

- 1 – Following verbal instructions to perform certain tasks, answer questions or solve problems

Great Water Journeys

Imagine!

Poison Pump

Salt Marsh Players

Sum of the Parts

Thunderstorm (The)

Water: Read All About It!

Water Address

Where Are the Frogs?

Oral Communications (cont.)

Interactive Listening (OC:1)

- 2 – Summarizing, paraphrasing. Questioning, or contributing to information presented

Aqua Notes

Dilemma Derby

Imagine!

Poetic Precipitation

Poison Pump

Raining Cats and Dogs

Water Court

Water Crossings

Wet Vacation

Where Are the Frogs?

- 3 – Identifying essential elements, interpreting or evaluating the message

Aqua Notes

Dilemma Derby

Hot Water

Poison Pump

Raining Cats and Dogs

Sum of the Parts

Water Address

Where Are the Frogs?

- 4 – Group participation and respecting group dynamics

Hot Water

Salt Marsh Players

Water Court

- 5 – Reaching consensus to solve problems, make decisions or achieve a goal

Water Bill of Rights

Make Oral Presentation (OC:2)

- 1 – Demonstrating skills in discussing and interviewing

Aftermath

CEO (The)

Dilemma Derby

Great Water Journeys

Hot Water

Nature Rules!

Super Bowl Surge

Water: Read All About It!

Water Bill of Rights

Water Celebration

Water Concentration

Water Court

Water Crossings

Water Models

Wet Vacation

Wet-Work Shuffle

What's Happening?

Where Are the Frogs?

- 2 – Using verbal and nonverbal skills in maintaining a focus

Great Water Journeys

Water: Read All About It!

Water Concentration

What's Happening?

- 3 – Telling stories with smooth transition, supporting details and coherent conclusion

Nature Rules!

Oral Communications (cont.)

Make Oral Presentation (OC:2)

- 4 – Providing effective and appropriate feedback

Hot Water

What's Happening?

- 5 – Using a variety of strategies to engage audience (eye contact, voice tones, gestures)

Great Water Journeys

Nature Rules!

What's Happening?

- 6 – Using tools of technology to enhance message

What's Happening?